



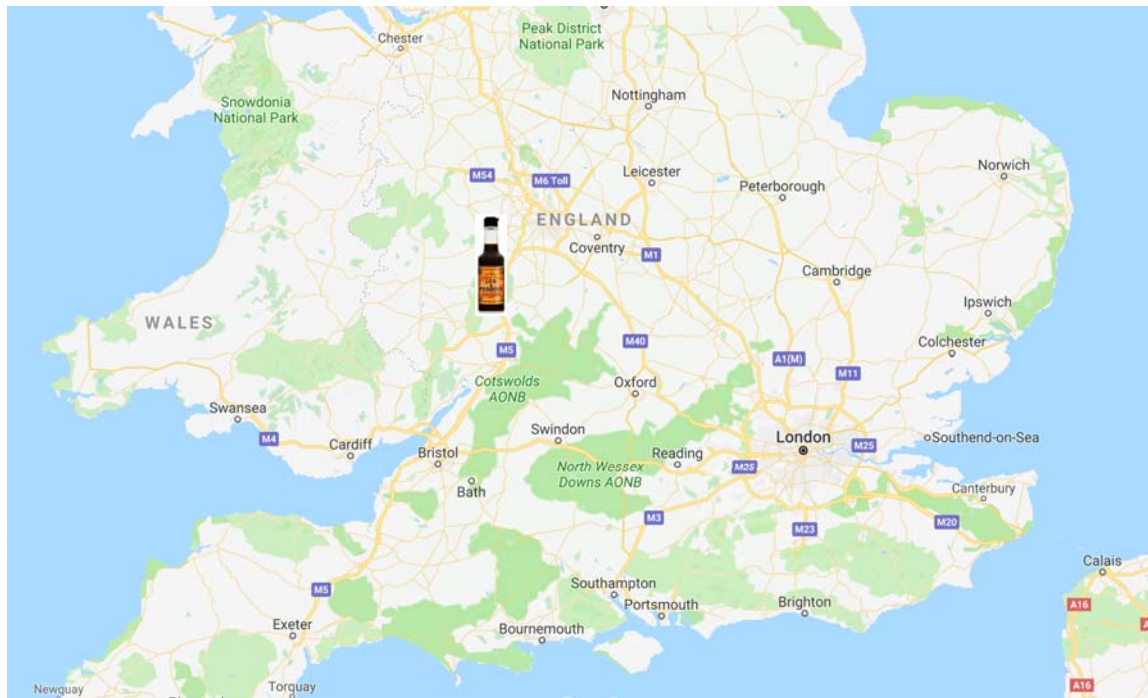
UNDERGRADUATE PE STUDENTS' JOURNEYS; DEVELOPING KNOWLEDGE, PERCEPTIONS AND ATTITUDES TOWARDS SEND IN PE

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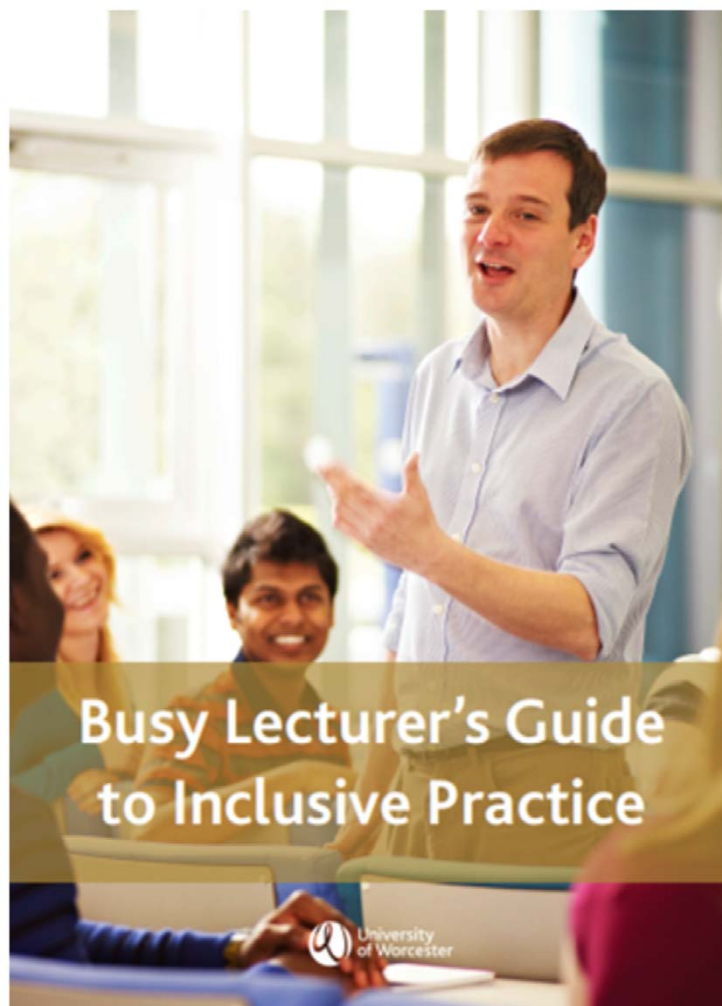
WHERE IS WORCESTER?





GROWING REPUTATION OF UNIVERSITY OF WORCESTER

- Building on House of Commons Hansard – Mr Robin Walker endorsing International Centre for Inclusive Sport.
- Minister of State for Disabled People (Rt Hon Justin Tomlinson, MP) praised Worcester existing commitment to Inclusivity.
- Secretary of State for Culture, Media and Sport (Rt Hon Sajid Javid, MP) supporter for the International Centre for Inclusive Sport.





**University
of Worcester**

Institute of Sport and
Exercise Science

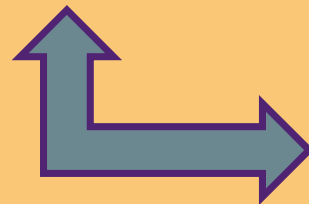
EMBEDDING INCLUSIVE PEDAGOGIES IN STUDENTS' PROFESSIONAL DEVELOPMENT PATHWAY

SPRT3041
**Advanced Sport &
Disability**



Accessible for all L6 students
(pre-requisites: 2042 or 2037)

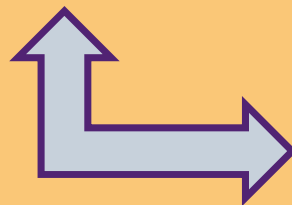
SPRT2042
**Teaching SEND PE in
schools**



Accessible for all L5 students
(optional)

SPRT 2037
Sport & Disability

SPRT1027
**Adapted PA, Sport &
Disability**



Accessible for all L4 students

**3 year
bespoke
degree...**

**BSc (Hons)
Sports
Coaching
Science
with
Disability**

TEACHING SPECIAL EDUCATION NEEDS & DISABILITY PE IN SCHOOLS

1. To recognise and review the diversity of inclusion and demonstrate an understanding and a creative approach to inclusive PE practice.
2. To consolidate and appraise policy and initiatives surrounding SEND in schools and to interpret its relevance and relationship to PE Curriculum.
3. Critically reflect on SEND teaching experiences that may impact and inform on future personal and professional career development.

THEORETICAL BACKGROUND

- Prejudices against individuals with physical disabilities (Park, Faulkner, Schaller, 2003).
- Personal fears (Oliver, Sapey, Thomas, 2012)
- Taxonomy of Ignorance (Tuana 2006)
 - Component 2: We do not even know that we do not know



RESEARCH AIMS

- 1) To ascertain students' knowledge and understanding of inclusive PE practice.
- 2) To investigate students' attitudes and perception of (dis)ability in a PE context.
- 3) To explore the ways in which the inclusive PE module develops students' knowledge and practical application of inclusive teaching practices in PE.



METHODS

Questionnaire - Wilczenski (1992)

- Pre-module responses (n=50)
- Post-module responses (n=37)

Interviews

- One-to-one semi-structured interviews (n=8)
- Conducted by a non-bias member of staff who did not teach on the module in question
- Transcribed verbatim
- Thematic Analysis (TA) process



Pre-Module

36%

RESULTS (QUESTIONNAIRE)

MY KNOWLEDGE OF
LEGISLATION & POLICY
RELATING TO CHILDREN
WITH DISABILITIES IS...

Post-Module

56%



Children and Families
Act 2014



The Equality Act 2010

Pre-Module

25%



RESULTS

(QUESTIONNAIRE)

MY CONFIDENCE IN
TEACHING/COACHING
STUDENTS WITH A
DISABILITY IS...

Post-Module

94%



Pre-Module

52%



RESULTS

(QUESTIONNAIRE)

MY LEVEL OF
EXPERIENCE
TEACHING/COACHING
STUDENTS WITH A
DISABILITY IS

Post-Module

94%



RESULTS

(INTERVIEWS)

Previous Experiences

Reasons for choosing the module

Expectations regarding the module

Beneficial aspects of the module

Understanding of theoretical underpinning

The use of Inclusive Teaching approaches

Personal development (attitudes, perceptions)

Professional development

Suggestions for improvements to the module

Perceived impact on pupils with SEND

- 1) Module Selection
- 2) Understanding theoretical Underpinning
- 3) Personal Development
- 4) Professional Development

Jodie: “I come from a family with complex disabilities anyway so growing up, having to look after them... also, during work experience... I worked in a disability secondary school”

Dee: “one reason was because I had to take one [15 credit module], but also because I thought it would be helpful in me becoming a teacher as well... learning to teach children with SEND”



MODULE SELECTION

UNDERSTANDING OF THEORETICAL UNDERPINNING

... “whereas the social model has helped me... actually we need to do more to help these people and they can live their own lives and they like to be independent and they don't like to be felt sorry for which is something that's changed massively in my outlook”



UNDERSTANDING OF
THEORETICAL UNDERPINNING
CONTINUED...

Emma: “my perception of disability prior to the module... oh what's the word, when you don't really understand it as such... quite ignorant to it maybe, you could say. Um but I'm not like a type of person that if you see a disabled person in the supermarket you stare at them at all it wasn't like that it was just... cos I've had not much experience, a bit ignorant to the fact of how they can be included and stuff”

Matilda: “I felt confident to go and work one to one with the pupils whereas before I wouldn’t have a clue of how to work one to one so I would just stand back and let them do it”.



**PERSONAL
DEVELOPMENT**



PROFESSIONAL DEVELOPMENT

Ron: “[With P Scales] *eventually you end up with an activity that’s tailored towards them specifically for them to get the most out of it*, so, I found that quite an effective tool when teaching”.

Matilda: “I’m no longer scared to teach SEND whereas before I was... I was petrified, I would shy away from it...”

...now I feel that I could go into a lesson mainstream or special educational school and be able to deliver and facilitate successful lesson”.

CONCLUSIONS AND RECOMMENDATIONS



Pre-module: Lack of awareness / exposure = (mis)conceptualisation of disability in society and in a PE context



Professional knowledge development: The transfer of theoretical knowledge assisted in developing *contemporary* practices in situ.



Reduced fear factor: Increased confidence and helped students to enjoy teaching pupils with SEND



Highly valuable for the overall student experience and satisfaction levels in module and course evaluation process



Future Improvements: 'Levelness' in HE, and the timing of school visits to meet theory to practical application requirements

References

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